



DEPARTMENT OF EDUCATION

Dr. Katie Jenner  
Secretary of Education

*Working Together for Student Success*

**2020-2021**

# **LEA & School Onsite Monitoring Document**

**Title I, A; Title II, A; Title III, A; Title IV, A; RLIS; ESSER (CARES); GEER**

*Every Student Succeeds Act*

The Indiana Department of Education's (IDOE) Review Team will complete this document as a record of the Onsite Review of Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; RLIS, ESSER (CARES), and GEER. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a finding will be listed on the report generated by the team from the IDOE. This report will be completed within 30 business days of the visit to the Local Educational Agency (LEA).

LEA Name: XX Corporation Number: XX

Date of Virtual Onsite Meeting: Month, XX, 2021 Superintendent: Name

IDOE Team Members: Names, Roles @ visit (separate by semicolon)

Program Administrators: Name, Title I, A; Name, Title II, A; Name, Title III, A; Name, Title IV, A; Name, RLIS; Name, ESSER (CARES); Name, GEER

School 1: XX Principal: Name

School 2: XX Principal: Name

Other Staff Members: Names, Titles (separate by semicolon)



Compliance Standard Indicator	Applicable to:	<u>Acceptable Evidence</u> Rating Scale: M=Meets Requirements R=Recommendation FI=Finding N/A=Not Applicable	Rating	Comments [Noted: one cell = LEA monitoring level only; split cell = LEA above/School(s) below, as applicable]
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### Title I, A Monitoring Indicators

#### Monitoring Topic 1: Compliance with ESSA professional qualification requirements for paraprofessionals and comparability (*Title I, A Sections: 1111, 1112, 1118; Title II, A Section 2103*)

1	Provide evidence that instructional paraprofessionals meet the statutory requirements for being highly qualified.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> HR records for all instructional paraprofessionals in Title I Schoolwide programs (SWP); and</li> <li><input type="checkbox"/> HR records for Title I funded instructional paraprofessionals in Title I targeted assistance programs (TAS); <b>or</b></li> <li><input type="checkbox"/> Evidence of Ed-Flex application approval to utilize the more <a href="#">flexible state defined paraprofessional requirements</a></li> </ul>		<b>LEA:</b> N/A for virtual onsite <b>School 1:</b> N/A for virtual onsite <b>School 2:</b> N/A for virtual onsite
2	Provide an assurance that low-income and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.  <b>Note:</b> Refer to the district's Equitable Access to High Quality Teachers report to identify disparities.	Title I, A Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the strategies the LEA is implementing to fulfill this assurance; and</li> <li><input type="checkbox"/> Discuss how the LEA determines whether the strategies are effective</li> </ul>		<b>LEA:</b> N/A for virtual onsite
3	Provide evidence of the completed Title I Comparability report and the accuracy of the report.  <b>Note:</b> Comparability requirements must be met yearly, even though reports are only approved by the IDOE biennially.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of the report; and</li> <li><input type="checkbox"/> Verify report with staff rosters; and</li> <li><input type="checkbox"/> Compare two schools on the report with staff rosters; and</li> <li><input type="checkbox"/> Did you need to make any adjustments in schools based on the report?</li> </ul>		<b>LEA:</b>
4	Provide evidence, if applicable, that the charter school assures at least ninety percent (90%) of the individuals who teach full time hold a license or permit to teach in a public school in Indiana	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> A list of the charter school's full-time teachers including their Indiana teaching license, permit, or transition to teaching program progress.</li> </ul>		<b>LEA:</b>



	described in <a href="#">IC 20-28-5</a> or be in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by <a href="#">IC 20-28-4-2</a> .				
<b>Monitoring Topic 2: Compliance with complaint procedures (Title I, A Subpart F-Complaint Procedure (CFR, Title 34))</b>					
1	Provide evidence that the LEA has a <a href="#">written complaint procedure</a> policy.  <b>Note:</b> See the sample complaint procedure under the Monitoring section in the above link.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Copy of policy; and <input type="checkbox"/> Copy of any complaints filed		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
2	Provide evidence that any complaints filed have been addressed.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Letters, documentation of meetings; and <input type="checkbox"/> If applicable, complaint resolution; or <input type="checkbox"/> Statement that it is N/A if no complaints have been filed		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
<b>Monitoring Topic 3: LEA compliance with ESSA parental involvement and notification requirements (Title I, A Section 1116; Title III, A Section 3121)</b> <b>(See Attachment A for required components.)</b>					
1	Provide evidence that the LEA has an <a href="#">LEA parental involvement policy</a> that contains the required components.  <a href="#">See Attachment A</a> for required components.  Discuss how the LEA has carried out the six requirements to build parents' capacity to be involved in school.  <b>Note:</b> See the sample LEA parental involvement policy under the Monitoring section in the above link.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Copy of the LEA parental involvement policy  <b>Required components:</b> <ul style="list-style-type: none"> <li>Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children; and</li> <li>Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement; and</li> <li>Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and</li> <li>Educate educators, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,</li> </ul>		<b>LEA:</b>



			<p>implement and coordinate parent programs, and build ties between parents and the school; and</p> <ul style="list-style-type: none"> <li>▪ Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and</li> <li>▪ Other reasonable support for parental involvement activities under Section 1116, as parents may request</li> </ul>		
2	Provide evidence that the LEA provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.	Title I, A Title III, A	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agendas; or</li> <li><input type="checkbox"/> E-mail; or</li> <li><input type="checkbox"/> Sign-in sheets; or</li> <li><input type="checkbox"/> Meeting minutes</li> </ul>		<p><b>LEA:</b> N/A for virtual onsite</p>
3	Provide evidence that the LEA conducts, with the involvement of parents, joint development of the parental involvement policy and an annual evaluation of the content and effectiveness of the policy in improving the academic quality of the schools served under this part. This includes identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use of the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policy.	Title I, A	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation of the LEA parental involvement policy; and</li> <li><input type="checkbox"/> Sign-in sheets; or</li> <li><input type="checkbox"/> Meeting minutes; or</li> <li><input type="checkbox"/> Agendas; or</li> <li><input type="checkbox"/> Parent Surveys</li> </ul>		<p><b>LEA:</b> N/A for virtual onsite</p>
4	Provide evidence that the LEA parental involvement policy was distributed to all parents of Title I, A served children.	Title I, A	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mailing records that include a mailing receipt; and/or</li> <li><input type="checkbox"/> Parent signatures; and/or</li> <li><input type="checkbox"/> Documentation of online distribution</li> </ul>		<p><b>LEA:</b> N/A for virtual onsite</p>



5	Provide evidence that the LEA ensures parent participation in the use of parental involvement funds and reviews the effectiveness of school parental involvement activities.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign-in sheets; or</li> <li><input type="checkbox"/> Parent Surveys; or</li> <li><input type="checkbox"/> Invitations; or</li> <li><input type="checkbox"/> Newsletters/bulletins; or</li> <li><input type="checkbox"/> Notices of parental involvement activities</li> </ul>		<b>LEA:</b> N/A for virtual onsite
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#### Monitoring Topic 4: School compliance with ESSA parental involvement requirements (Title I, A Sections: 1112, 1116)

(See Attachment B for required components.)

1	Provide evidence that the school has a <a href="#">school parental involvement policy</a> that contains the required components. Discuss how the schools have carried out the six requirements to build parents' capacity to be involved in school.  <a href="#">See Attachment B</a> for required components.  <b>Note:</b> See the sample school parental involvement policy under the Monitoring section in the above link.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Copy of the school parental involvement policy for each school identified in the monitoring memo; and</li> <li>□ Copy of the <a href="#">school-parent compact</a> for each school identified in the monitoring memo</li> </ul> <b>Required components:</b> <ul style="list-style-type: none"> <li>▪ <b>Program information to parents:</b> (How do you provide Title I, A program information, including the State's academic content and achievement standards to parents); and</li> <li>▪ <b>Materials and training:</b> (What kind of training and parent materials do you provide so that parents can become more involved with student achievement?); and</li> <li>▪ <b>Educate educators:</b> (How do you ensure that educators understand the importance of communicating and working with parents to build ties with the school?); and</li> <li>▪ <b>Head Start, preschool coordination:</b> (How do you coordinate with Even Start, Head Start, or other preschool parent involvement programs to increase participation in the education of their children and ensure a smooth transition from the preschool community to the elementary school?); and</li> <li>▪ <b>Understandable communication:</b> (How do you ensure that all communication to parents is in a format and language that parents can understand?); and</li> <li>▪ <b>Other reasonable support:</b> (How do you support parent requests for involvement?)</li> </ul>		School 1:
					School 2:
2	Provide evidence that the school parental involvement policy, including the <a href="#">compact</a> , was developed with meaningful consultation with parents, and updated annually.  <b>Note:</b> See the sample school-parent compact under the Monitoring section in the above link.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Agendas; or</li> <li>□ Sign-in sheets; or</li> <li>□ Parent surveys; or</li> <li>□ Meeting minutes that record parental involvement in the development/revisions of the school parental involvement policy and school-parent compact</li> </ul>		School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite



3	Provide evidence that the <a href="#">annual meeting</a> to inform participating parents about Title I, A programs was announced and conducted, at multiple times, early in the school year.  <b>Note:</b> See the sample Title I Annual Meeting Slide Deck under the Monitoring section in the above link.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Newsletters, bulletins, letters; or</li> <li>□ Sign-in sheets, agendas</li> </ul>		School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
4	Provide evidence that school parental involvement policies, including the compact, were distributed to all parents of Title I, A served children.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Mailing records that include a mailing receipt; and/or</li> <li>□ Parent signatures; and/or</li> <li>□ Documentation of online distribution</li> </ul>		School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
5	Provide evidence that the school has reached out to parents of limited English proficient students in a language that they can understand about how they can be involved in their child's education.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Copies of translated letters, notices, bulletins; or agendas</li> </ul>		School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
6	Provide evidence that the school ensures parent participation in the use of parental involvement funds and reviews the effectiveness of school parental involvement activities.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Agendas, sign-in sheets; or</li> <li>□ Policy revisions; or</li> <li>□ Parent Surveys; or</li> <li>□ Interviews with parents</li> </ul>		School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
7	Provide evidence that the school provides each parent with:  ILEARN Individual Student Report: Information on the level of achievement and academic	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ One copy of the LEA's Individual Student Report for a respective student; and</li> <li>□ Evidence of mailing, parent signatures, or online distribution showing that 100% of all parents in the Title I school received the Individual Student Report</li> </ul>		School 1:
					School 2:



	growth on each of the state academic assessments.				
8	<p>Provide evidence that the school provides each parent with:</p> <p>Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p>	Title I, A	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One copy of the LEA's <a href="#">Parent Teacher Notice</a> sent to a student taught for four or more consecutive weeks by a teacher who does not meet state certifications, if applicable; and</li> <li><input type="checkbox"/> Evidence of mailing, parent signatures, or online distribution showing that 100% of all parents in the classroom of the Title I school where the teacher does not meet state certifications received the Parent Teacher Notice; and</li> <li><input type="checkbox"/> Discuss the method that the school uses to track which classrooms are staffed for four or more consecutive weeks by teachers who do not meet state certifications</li> </ul>		<p><b>School 1:</b></p> <hr/> <p><b>School 2:</b></p>







## Monitoring Topic 5: Compliance with Targeted Assistance program requirements (Title I, A Section 1115)

1	Provide evidence that the LEA has established targeted assistance schools (TAS) that address statutory purposes and meet requirements.	Title I, A	<b>Acceptable Evidence:</b> Required components of a TAS: <ul style="list-style-type: none"> <li>▪ Use Title I, A program resources to help all participating children meet the State's academic achievement standards; and</li> <li>▪ Ensure that planning for students served under Title I, A is incorporated into school planning; and</li> <li>▪ Use methods and instructional strategies based on scientifically based research; and</li> <li>▪ Coordinate and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs; and</li> <li>▪ Provide instruction by licensed teachers; and</li> <li>▪ Provide opportunities for professional development for teachers, principals, and paraprofessionals; and</li> <li>▪ Provide strategies to increase parental involvement, such as family literacy Services; and</li> <li>▪ Coordinate and integrate Federal, State, and local services and programs</li> </ul>		LEA:
					School 1:
					School 2:
2	Provide evidence that the LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Title I, A funded personnel have a schedule of fixed daily responsibilities; and</li> <li>□ Selection of individuals was based on multiple educationally related, objective, uniformly applied criteria given to all students at each grade level targeted (without consideration of income status); and</li> <li>□ A rank order listing for each grade served with all Title I students identified; and</li> <li>□ A letter is on file for any student whose parent(s) refused services; and</li> <li>□ Classroom observations; and</li> <li>□ Interviews with staff</li> </ul>		LEA:
					School 1:
					School 2:
3	Provide evidence that the LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Observations and interviews with staff; or</li> <li>□ Minutes, agendas, sign-in sheets for any meetings held</li> </ul>		LEA: N/A for virtual onsite
					School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
4	Provide evidence that the progress of participating students is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Discussion of the process for reviewing student progress; and</li> <li>□ Record of review</li> </ul>		LEA: N/A for virtual onsite
					School 1: N/A for virtual onsite
					School 2: N/A for virtual onsite
		Title I, A	<b>Acceptable Evidence:</b>		LEA: N/A for virtual onsite



[illegible]



3	Provide evidence that the LEA provides guidance about the evaluation of the schoolwide programs.		<input type="checkbox"/> Documentation of guidance; and <input type="checkbox"/> Copy of evaluation used to measure effectiveness of SWP		<b>School 1:</b> <b>School 2:</b>
4	Provide evidence that schoolwide programs are comprehensively developed, reviewed, and revised with parents annually.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Discussion of the process; and <input type="checkbox"/> Copies of plans and revisions; and <input type="checkbox"/> Sign-in sheets of participation		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
5	Provide evidence that the schoolwide plan and approved grant activities are being implemented in the school.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Personnel; and <input type="checkbox"/> Supplies; and <input type="checkbox"/> Classroom observations; and <input type="checkbox"/> Interviews with staff; and <input type="checkbox"/> Schedules; and <input type="checkbox"/> Technology/Equipment		<b>LEA:</b> N/A for virtual onsite <b>School 1:</b> N/A for virtual onsite <b>School 2:</b> N/A for virtual onsite
<b>Monitoring Topic 7: Compliance with equitable services to non-public schools (Title I, A; Title II, A; Title III, A; Title IV, A, ESSER/GEER: ESSA Section 8501)</b>					
1	Provide documentation that participating non-public school children are residents of an eligible school attendance area.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Addresses of non-public students		<b>LEA:</b>
2	Provide evidence of the method used for documentation of poverty data.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Free and reduced lunch data; or <input type="checkbox"/> Comparable poverty data from a survey; or <input type="checkbox"/> Proportionality; or <input type="checkbox"/> Choice vouchers		<b>LEA:</b> N/A for virtual onsite
3	Provide evidence of the multiple criteria used to rank order students for selection and ranking charts.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Rank order chart; or <input type="checkbox"/> Student selection process worksheets		<b>LEA:</b>
4	Provide evidence that the students served match the rank order listing.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Current list of students being served; and <input type="checkbox"/> Rank order listing		<b>LEA:</b>
5	Provide evidence of policies and procedures in place to ensure equitable services to eligible children attending non-public schools.	Title I, A Title II, A Title III, A Title IV, A ESSER GEER	<b>Acceptable Evidence:</b> <input type="checkbox"/> Demonstrate understanding of budgeting and allocation of funds; and <input type="checkbox"/> Grant Application(s)		<b>LEA:</b> N/A for virtual onsite
6	Provide evidence that the LEA provides ongoing management and oversight of Title I, A; Title II, A; Title III, A, Title IV, A, ESSER,	Title I, A Title II, A Title III, A Title IV, A ESSER	<b>Acceptable Evidence:</b> <input type="checkbox"/> Review of services provided to non-public school(s); and <input type="checkbox"/> Documentation of ongoing consultation by the LEA; and <input type="checkbox"/> Evidence of program evaluation		<b>LEA:</b>



	and GEER programs in non-public schools.	GEER			
7	Provide evidence that Title I, A, Title II, A, Title III, A, and Title IV, A materials and equipment are used for secular, neutral, and non-ideological instruction; only with Title served students.	Title I, A Title II, A Title III, A Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Records of visits to site to observe instruction/location of equipment; and</li> <li>Copies of lesson plans used with students</li> </ul>		LEA: N/A for virtual onsite
8	Provide evidence that the LEA provides complaint procedures to officials of the non-public school regarding the right to complain if the LEA has not engaged in timely and meaningful consultation or considered the views of the official of the non-public school.	Title I, A Title II, A Title III, A Title IV, A ESSER GEER	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Evidence of the complaint procedure shared with the non-public school (email, meeting agenda); and</li> <li>Copy of the complaint form; and</li> <li>Copy of complaints filed, if applicable; and</li> <li>Copy of complaint resolution, if applicable</li> </ul>		LEA:
9	Provide evidence of professional development/technical assistance provided to non-public schools.	Title I, A Title II, A Title III, A Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Agendas; or</li> <li>Sign-in sheets</li> </ul>		LEA: N/A for virtual onsite
<b><u>For Non-public School Officials Only</u></b>					
10	Provide evidence LEA requested documentation that participating non-public school children are residents of an eligible school attendance area.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Agendas; or</li> <li>Emails from LEA</li> </ul>		Non-pub:
11	Provide evidence LEA requested documentation of poverty data and explained how the calculation occurred.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Agendas; or</li> <li>Emails from LEA</li> </ul>		Non-pub:
12	Provide evidence LEA requested multiple criteria used to rank order students for selection and ranking charts.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Agendas; or</li> <li>Emails from LEA</li> </ul>		Non-pub:
13	Provide evidence LEA provided complaint procedures to officials of the nonpublic school regarding	Title I, A Title II, A Title III, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>Agendas; or</li> <li>Emails from LEA</li> </ul>		Non-pub:



	the right to complain if the LEA has not engaged in timely and meaningful consultation or considered the views of the official of the non-public school.	Title IV, A ESSER GEER			
14	Provide evidence LEA provided professional development/technical assistance to non-public schools.	Title I, A Title II, A Title III, A Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agendas; or</li> <li><input type="checkbox"/> Emails from LEA</li> </ul>		Non-pub:
<b>Monitoring Topic 8: Compliance with statutory set-aside requirements (Title I, A Sections: 1113, 1118)</b>					
1	Provide evidence of how services are provided to homeless students in compliance with Title I, A requirements. Services for homeless students in non-Title I schools must be comparable to the services provided to those in Title I schools. Services for homeless students in Title I schools must go above and beyond the services provided to all served students.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description in application; and</li> <li><input type="checkbox"/> Explanation of how homeless students are identified; and</li> <li><input type="checkbox"/> Description of the services provided to homeless students in Title I and non-Title I served schools as applicable; and</li> <li><input type="checkbox"/> Explanation of how the Title I homeless set-aside funding supports services for homeless students</li> </ul>	<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>	
<b>Monitoring Topic 9: Compliance with supplement, not supplant requirements (Title II, A Section 2212; Title III, A Section 3116; Title IV, A Section 4110; RLIS Section 5232)</b>					
1	Provide evidence that staff and activities are supplemental.	Title II, A Title III, A Title IV, A RLIS	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interviews, or</li> <li><input type="checkbox"/> Job Descriptions, or</li> <li><input type="checkbox"/> Observations</li> </ul> <b>Note:</b> For Title I, A, this only refers to LEA district-level activities.	<b>LEA:</b> N/A for virtual onsite <b>School 1:</b> N/A for virtual onsite <b>School 2:</b> N/A for virtual onsite	
<b>Monitoring Topic 10: Compliance with reporting requirements (Title I, A Section 1111; Title II, A Section 2101; Title II, A Section 3101; Title IV Section 4101)</b>					
1	Provide evidence that the LEA has participated in all applicable reporting and completed data collections by the required dates.	Title I, A Title II, A Title III, A Title IV, A ESSER GEER	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> IDOE will check report history for the following reports:               <ul style="list-style-type: none"> <li>○ DOE-TI</li> <li>○ Title I Comparability Report</li> <li>○ Title I Staffing Report</li> <li>○ DOE-LM</li> <li>○ English learner plan</li> <li>○ ESSER/GEER report</li> <li>○ Annual performance report, if applicable</li> <li>○ Financial end report</li> </ul> </li> </ul>	<b>LEA:</b>	



[illegible]



	<p><b>Note:</b> For example, iPads (and similar items) do not have to be inventoried, but LEAs must maintain appropriate internal controls to ensure the items are safeguarded and used only for authorized purposes. An LEA can choose to keep these items that are considered Supplies on an inventory.</p>				
4	<p>Provide evidence that the LEA conducts a physical inventory of all equipment at least once every 2 years.</p> <p><b>Note:</b> This is for items that are over the capitalization threshold that are considered Property.</p>	Title I, A Title II, A Title III, A Title IV, A RLIS ESSER GEER	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li>□ Documentation of the date and signature of the person who conducted the physical inventory</li> </ul>		<p><b>LEA:</b></p>
<b>Monitoring Topic 12: Compliance with requirements for special populations (Title I, A Section 1112; Title I, C Section 1304)</b>					
1	<p>Provide evidence that the LEA administers the MEP Work Survey to <u>every</u> student upon enrollment and annually thereafter and notifies the Migrant Regional Center of all potential migratory students identified.</p> <p><b>Note:</b> 100% of students will have a new work survey completed for them each year, regardless of whether the LEA considers that they may be eligible for migrant education services.</p>	Title I, A Title I, C	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li>□ Review of the Migrant Work <a href="#">survey</a>; and</li> <li>□ Interviews with registrars, secretaries, or intake coordinators to provide a description of the eligibility and identification process; and</li> <li>□ Review a sampling of LEA's student cumulative folders to demonstrate completed Migrant Work Surveys</li> </ul>		<p><b>LEA:</b></p>
					<b>School 1:</b>
					<b>School 2:</b>
2	<p>Provide evidence that the LEA administers the McKinney-Vento housing questionnaire to <u>every</u> student upon enrollment and annually thereafter and the appropriate actions are taken in notifying the district's homeless liaison to identify students and</p>	Title I, A McKinney-Vento	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li>□ Copy of the LEA's housing questionnaire; and</li> <li>□ Copies of completed housing questionnaires for five students currently enrolled in the LEA; and</li> <li>□ Discuss the method of administering the housing questionnaire, including to whom, by whom, and when it is administered. Include a description of the follow-up steps taken after reviewing the results of the housing questionnaire, including how the LEA homeless liaison responds to indicators of homelessness.</li> </ul>		<p><b>LEA:</b></p>
					<b>School 1:</b>
					<b>School 2:</b>



	families living in homeless situations.  <i>The housing questionnaire will be administered for all students every year, regardless of whether the child is enrolled in a school that receives McKinney-Vento funding.</i>				
3	Provide evidence that a written homeless and foster transportation plan and procedures are in place to ensure that homeless children and children in foster care receive transportation to their school of origin.  <i>100% of LEAs will maintain a written plan, regardless of whether homeless students or students in foster care are currently enrolled.</i>	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Copy of the LEA's written homeless and foster transportation plan and procedures; and</li> <li>□ Discuss the method of carrying out the homeless and foster transportation plan and procedures. Please include a description of the follow-up steps taken when a student in foster care or homeless student is identified as needing transportation to their school of origin.</li> </ul>		<b>LEA:</b>  <b>School 1:</b>  <b>School 2:</b>
<b>Title I, A EL Monitoring Indicators (for all Title I, A grantees, regardless of Title III Participation)</b>					
<b>EL Monitoring Topic 1: English Language Proficiency (ELP) Assessment: WIDA ACCESS (Title I, A Section 1111)</b>					
1	Provide evidence to demonstrate appropriate usage of the state adopted <b>Home Language Survey</b> as an instrument to identify potential students for the Placement Test administration and subsequent English language development services.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Review of Home Language Survey; and</li> <li>□ Interviews with registrars, secretaries, or intake coordinators to provide a description of the process; and</li> <li>□ Review a sampling of LEA's student cumulative folders to demonstrate completed Home Language Surveys.</li> </ul>		<b>LEA:</b>  <b>School 1:</b>  <b>School 2:</b>
2	Provide evidence of the <b>WIDA Screener</b> administered to students.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ LEA policy or the description of the process for identification and placement of EL students; and</li> <li>□ Interviews with LEA staff to provide a description of the process; and</li> <li>□ Review a sampling of the school's student cumulative files at each cluster for evidence of WIDA Screener Placement tests</li> </ul>		<b>LEA:</b>  <b>School 1:</b>  <b>School 2:</b>
		Title I, A	<b>Acceptable Evidence:</b>		<b>LEA:</b>



3	Provide evidence that the LEA <b>annually</b> assesses all EL students for English Language proficiency.		<input type="checkbox"/> LEA policy or description of the process for ensuring that <u>all</u> EL students participated in the annual English proficiency assessment; and <input type="checkbox"/> Actual data on the <u>percentage of students tested against the EL students' list</u> ; and <input type="checkbox"/> Explanation of how the LEA ensures that all instances of those "not tested as required" are addressed appropriately		<b>School 1:</b> <b>School 2:</b>
4	Provide evidence that the LEA has WIDA certification processes in place for licensed staff who administer <b>WIDA Screener</b> and <b>WIDA ACCESS</b> .	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> LEA's list of <b>WIDA Screener</b> and <b>WIDA ACCESS</b> test administrators; and <input type="checkbox"/> Printout of LEA's <b>WIDA Screener</b> and <b>WIDA ACCESS</b> test administrators' log, or their certificates for completion of WIDA Screener training courses		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
<b>EL Monitoring Topic 2: Program Design and Implementation (Title I, A Section 1111)</b>					
1	Provide evidence that the LEA provides the <b>Lau required language development</b> services for all EL students, Levels 1.0-4.9, at each grade cluster (ES, MS, HS) <u>in all schools</u> as outlined in their EL (Lau) plan.  Provide evidence that <b>Title III services</b> are <b>supplemental</b> to the Lau Requirements.	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> EL Program Administrators interview; and <input type="checkbox"/> Teachers' interviews; and <input type="checkbox"/> Classroom observations		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
2	Provide evidence that the LEA increases English proficiency of English learners by providing high-quality language instruction educational programs that are based on scientifically based research and linked to the state <b>WIDA Standards</b> .	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> LEA's plan for implementation of WIDA Standards; process, and approach for developing <u>English language development</u> (ELD) and <u>content curriculum</u> that integrates components of WIDA; and <input type="checkbox"/> Appropriate district's personnel that ensures WIDA plan is in full implementation; and <input type="checkbox"/> WIDA training provided to all EL and general education teachers of English Learners at the elementary, middle school, and high school level; and <input type="checkbox"/> Teacher interviews; and <input type="checkbox"/> ELD instruction observations; and <input type="checkbox"/> General education classroom observations		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
3	Provide evidence that <b>Individual Learning Plans (ILPs)</b> have been created for all EL students, levels 1.0-4.9, and that all teachers serving EL students have received	Title I, A	<b>Acceptable Evidence:</b> <input type="checkbox"/> Title I and III Program Administrators' interview; and <input type="checkbox"/> Teachers' interviews; and <input type="checkbox"/> Classroom observation; and <input type="checkbox"/> Random check of students' files		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>



	a copy of the student(s) ILP and it is being implemented daily.				
4	Provide evidence that the federally required academic <b>monitoring process</b> has been implemented for students who achieved a “proficient” score on annual proficiency test, and this process is rigorous: multiple forms of data on a student’s performance are used and, if necessary, effective interventions are implemented to remedy a content or language deficit or identify a separate barrier to learning that is preventing the student from participating fully in the core curriculum.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ List of LEA’s FEP (Fluent English Proficient) students currently in monitoring; and</li> <li>□ Monitoring forms/documentation of students in monitoring indicating <u>frequency</u> of monitoring; and</li> <li>□ Review a sampling of the school’s student cumulative files at each grade cluster for evidence of monitoring forms/documentation of students in monitoring; and</li> <li>□ Evidence of an existence of a monitoring committee with a <u>number of experts</u> from multiple fields represented (e.g., current and past teachers, a professional trained in language acquisition, special education, and/or social emotional needs) that will help rule out a <u>content or language deficit or other learning need the student may have</u></li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
5	Provide evidence that the process used to make grade <b>retention</b> determinations for EL students ensures that appropriate services and instructional supports have been provided prior to considering retention. Provide evidence that the retention decision was not based on language proficiency.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ LEA retention policy documents or explanation of LEA’s retention policy; and</li> <li>□ School staff interviews; and</li> <li>□ Random selection of EL students’ files by grade cluster; and</li> <li>□ Classroom observations</li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
6	Provide evidence that the process used to make referrals to <b>special education</b> for EL students is appropriate and that students dually identified as EL and special education have access to services in both programs. Provide evidence that the referral to special education services decision was not based on language proficiency.	Title I, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ LEA referral policy for EL students; and</li> <li>□ List of EL students referred to Special Education program; and</li> <li>□ Review of EL students’ files with documentation for referral</li> <li>□ Title I and III Program Administrator interviews; and</li> <li>□ Staff interviews; and/or</li> <li>□ Special Education staff interviews</li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>



<p style="text-align: center;"><b>Title II, A Monitoring Indicators</b>  <b>(Applicable only to LEAs participating in Title II, A)</b></p>					
<b>Title II, A Monitoring Topic 1: LEA Needs and Planning (Title II, A Section 2103)</b>					
1	Provide evidence that the LEA conducts a needs assessment to determine budget allocations for professional development, staff recruitment and retention incentives, and class-size reduction.	Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Discuss how the needs assessment process used by the LEA ensures that the LEA's hiring practices lead to improved achievement; and</li> <li>□ Discuss how the needs assessment process used by the LEA ensures that the LEA provides staff recruitment and retention incentives, appropriate professional development, or class-size reduction that improves student achievement</li> </ul>		LEA:
2	Provide evidence of or explain how the LEA coordinates services provided by Title II, Part A with other federal, state, and local funding sources.	Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Discussion of the coordination of services</li> </ul>		LEA:
3	Provide evidence that the LEA collaborates with all stakeholders in the development of the Title II, A plan.	Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ A brief description of the planning process and persons involved in how teachers, principals, administrators, and parents have collaborated in planning Title II, Part A funded activities; and</li> <li>□ Appropriate datasets – meeting minutes, agendas, or sign-in sheets from meetings</li> </ul>		LEA:
4	Provide evidence that the LEA addresses the learning needs of all students through Title II, A, including children with disabilities, English learners, and gifted/talented students specifically.	Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ A brief description of the planning process and persons involved in how special education, EL, and high-ability staff have collaborated in planning Title II, Part A funded activities; and</li> <li>□ Appropriate datasets – meeting minutes, agendas, or sign-in sheets from meetings with respective special education, EL, and high-ability staff</li> </ul>		LEA:
5	Provide evidence that the LEA has evaluated the effectiveness of Title II, Part A activities and used that evaluation in making determinations about future use of funds.	Title II, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li>□ Appropriate datasets – meeting minutes, agendas, or sign-in sheets from meetings where the LEA has discussed the effectiveness of Title II, Part A activities; and</li> <li>□ A description of how the evaluation was used in making determinations about future use of funds</li> </ul>		LEA:



<p align="center"><b>Title III, A Monitoring Indicators</b>  <b>(Applicable only to LEAs participating in Title III individually or as a consortium member)</b></p>					
<p><b>Title III, A Monitoring Topic 1: Activities by LEAs Participating in Title III Programs</b> <i>(Title III, A Section 3115)</i></p>					
1	Provide evidence that Title III required <b>professional development</b> has been provided to EL and general education classroom teachers, principals, administrators, and other school or community-based organizational personnel.	Title III, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title III Program Administrator interviews; and</li> <li><input type="checkbox"/> Evidence of EL-specific professional development events; and</li> <li><input type="checkbox"/> Sign-in sheets; and</li> <li><input type="checkbox"/> Staff interviews</li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
2	Provide evidence that Title III required supplemental <b>family and community engagement activities</b> have been carried out to specifically address the needs of EL families in the LEA.	Title III, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA's copies of supplementary materials that have been translated for parents of ELL students; documentation may include evidence of readability level of communications and identify what languages, other than English, are being used for parental information purposes; or</li> <li><input type="checkbox"/> Documentation (e.g., announcements, parent letters, brochures, meeting agendas) that the LEA's parental outreach programs have specifically targeted parents of EL students; or</li> <li><input type="checkbox"/> Parent meeting sign-in sheets; or</li> <li><input type="checkbox"/> Parent classes; or</li> <li><input type="checkbox"/> Parent liaison interview</li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>
<p><b>Title III, A Monitoring Topic 2: Activities by LEAs with a Significant Influx of Immigrant Children and Youth</b> <i>(Title III, A Section 3115)</i>  <b>(Applicable only to LEAs who receive the Title III Immigrant Influx Grant)</b></p>					
1	For school corporations receiving additional Title III, A funds based on a <b>significant influx of immigrant students</b> , provide evidence of the approved activities that have been	Title III, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview with Title III Program Administrator; and</li> <li><input type="checkbox"/> School staff interviews; and</li> <li><input type="checkbox"/> Evidence of implementation of approved activities for Immigrant students</li> </ul>		<b>LEA:</b> <b>School 1:</b> <b>School 2:</b>



	implemented with immigrant influx funds to provide enhanced instructional opportunities for immigrant children and youth.				
<b>Title IV, A Monitoring Indicators</b> <b>(Applicable only to LEAs participating in Title IV, A)</b>					
<b>Title IV, A Monitoring Topic 1: Program Implementation (Title IV, A Section 4106)</b>					
1	Provide sample evidence of program implementation as approved in the application.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign in sheets from Professional Development</li> <li><input type="checkbox"/> Invoices for purchased services/evidence of payment for approved materials</li> <li><input type="checkbox"/> Contracts with external vendors</li> <li><input type="checkbox"/> Student intervention data</li> <li><input type="checkbox"/> If staff added, either contract or School Board minutes</li> </ul>		LEA:
2	Provide evidence of ongoing consultation with non-public schools.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of ongoing consultation with non-public schools</li> <li><input type="checkbox"/> Documentation of activities that non-public schools are doing</li> </ul>		LEA:
3	Provide evidence of how the LEA prioritized funding to serve the highest need schools.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of comprehensive needs assessment</li> <li><input type="checkbox"/> Documentation of Title I schools being served</li> </ul>		LEA: N/A for virtual onsite
4	Provide evidence of how approved programming is being implemented daily with students.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview staff who are essential to approved program implementation</li> <li><input type="checkbox"/> Interview students who participate in or were impacted by approved programming (such as robotics members, approved afterschool clubs, AP enrolled students, etc.)</li> </ul>		LEA: N/A for virtual onsite
5	Provide evidence on how identified needs were established.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of CNA and stakeholders involved</li> <li><input type="checkbox"/> Documentation of how activities support CNA</li> </ul>		LEA: N/A for virtual onsite
6	Provide evidence, <i>if LEA funding was over \$30,000.00</i> , the LEA followed statute of 20% in Focus Area A and Focus Area B plus some allocation in Focus Area C.	Title IV, A	<b>Acceptable Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of activities that support Focus Areas</li> <li><input type="checkbox"/> Documentation of reimbursement; or</li> <li><input type="checkbox"/> Evidence of Ed-Flex application approval that waives this requirement</li> </ul>		LEA: N/A for virtual onsite



<b>Title V, B Subpart 2 Monitoring Indicators</b> <b>(Applicable only to LEAs participating in Title V, B Subpart 2 Rural and Low-Income Schools Program)</b>					
<b>RLIS Monitoring Topic 1: Program Implementation (Title V, B Subpart 2 Sections: 5222, 5232)</b>					
1	Provide sample evidence of program implementation as approved in the application for the following: <input type="checkbox"/> Title I, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> Title IV, Part A <input type="checkbox"/> Parental Involvement	Title V, B	<b>Acceptable Evidence:</b> <input type="checkbox"/> Sample activity evidence (professional development sign-ins, student direct services rosters, teacher recruitment incentive paperwork, etc.); and <input type="checkbox"/> Parental activity sign-ins		LEA: N/A for virtual onsite

<b>ESSER (CARES)/GEER Monitoring Indicator</b> <b>(Applicable only to LEAs participating in ESSER (CARES) and/or GEER)</b>					
<b>ESSER (CARES)/GEER Monitoring Topic 1: Program Implementation</b>					
1	Provide sample evidence of program implementation as approved in the application and evidence of the extent to which the LEA intends to use ESSER (CARES)/GEER funds to promote remote learning and address learning gaps resulting in the disruption of educational services.	ESSER GEER	<b>Acceptable Evidence:</b> <input type="checkbox"/> Discuss the strategies the LEA is implementing to address this indicator; and <input type="checkbox"/> Documentation of ESSER (CARES) and GEER budgets, if applicable; and <ul style="list-style-type: none"> <li>○ Examples: invoices for purchased services, contracts with external vendors, inventory of property purchased, staff records, professional development sign-ins, etc.</li> </ul> <input type="checkbox"/> Evidence of updated continuous learning plan; or <input type="checkbox"/> Evidence you have provided the most at risk students additional supports in a blended/virtual learning environment		LEA:
<b>Title I, A SIG 1003 Monitoring Indicators</b>					



**(Applicable only to LEAs participating in SIG 1003)**

**Title I, A SIG 1003 Monitoring Topic 1: Compliance with ESSA SIG 1003 (Title I, A Section 1003)**

1	<p>Provide evidence of implementation for <b>each</b> evidence-based intervention (EBI) listed in the approved SIG application.</p> <p><b>Note:</b> In Appendix A of the SIG, each EBI had its own table with benchmarks and goals in the application. Use these as reference.</p>	SIG 1003	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting minutes, agendas, or sign-in sheets from professional development related to the EBI</li> <li><input type="checkbox"/> Invoices from contractors providing services related to the EBI</li> <li><input type="checkbox"/> Lesson plans showing how the EBI was incorporated</li> <li><input type="checkbox"/> If staff added, either contract or School Board minutes</li> <li><input type="checkbox"/> Other relevant documentation demonstrating how the EBI was implemented</li> </ul>		LEA:
2	<p>Provide evidence that data related to <b>each</b> EBI is collected and goals/benchmarks listed in the approved SIG application are being monitored.</p> <p><b>Note:</b> In Appendix A of the SIG, each EBI had its own table with benchmarks and goals in the application. Use these as reference. <b><i>Please do not include any personally identifiable information (PII) in the evidence.</i></b></p>	SIG 1003	<p><b>Acceptable Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of data visualizations showing progress in the measures of success, such as bar charts or line graphs</li> <li><input type="checkbox"/> Reports showing results related to the goals/benchmarks</li> <li><input type="checkbox"/> Copies of meeting minutes where data related to the benchmarks/goals was being discussed</li> <li><input type="checkbox"/> Other relevant documentation demonstrating how data is collected to measure progress on goals and benchmarks</li> </ul>		LEA:

**Questions**

1	Do you have any questions?	
2	How can the IDOE support your LEA/school(s)?	



**Attachment A**  
**Title I, A LEA Parental Involvement Policy Requirements**

Title I, A LEA Parental Involvement Policy Requirements – Checklist		
1	<ul style="list-style-type: none"><li>Involve the parents in the joint development of the plan and the process of school review and improvement</li></ul> <p>(Describe how the LEA will involve parents. When and where do these meetings take place?)</p>	
2	<ul style="list-style-type: none"><li>Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance</li></ul> <p>(Describe how the LEA supports the Title I schools. How does this coordination and technical assistance take place? Does the Title I program administrator meet regularly with school staff to plan parent involvement activities?)</p>	



3	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <ul style="list-style-type: none"> <li>• Provide assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children.</li> </ul> <p>(List actions: How does the LEA provide this to schools and parents? For example, family literacy night, district newsletters and/or use of social media to deliver information, etc.)</p> <ul style="list-style-type: none"> <li>• Provide materials and training to help parents to work with their children, such as literacy training and using technology to foster parental involvement</li> </ul> <p>(List actions: What guidance and resources does the LEA provide to the schools/parents?)</p> <ul style="list-style-type: none"> <li>• Coordinate and integrate parent involvement programs and activities with Head Start and other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.</li> </ul> <p>(List actions: How does the LEA coordinate with other programs that engage families?)</p> <ul style="list-style-type: none"> <li>• Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</li> </ul> <p>(List actions: How does the LEA encourage and provide PD for teachers on fostering partnerships with parents?)</p> <ul style="list-style-type: none"> <li>• Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.</li> </ul> <p>(List actions: How does the LEA determine what languages materials need to be translated in? How is the information distributed?)</p> <ul style="list-style-type: none"> <li>• Other reasonable support for parental involvement activities under section 1116, as parents may request</li> </ul> <p>(List actions: Describe how parents can request additional support or resources from the LEA.)</p>	
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4	<ul style="list-style-type: none"> <li>Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies.</li> </ul> <p>(List Actions: How are parents involved in the review of the LEA parental involvement policy? When and where do these meetings take place? Describe how parent feedback is solicited regarding parental involvement activities. What does the LEA do to address barriers to greater participation, such as providing translation services?)</p>	
5	<ul style="list-style-type: none"> <li>Involve parents in the activities of the schools served under Title I, A</li> </ul> <p>(List Actions: How does the LEA encourage parental involvement in the activities of the Title I schools?)</p>	

## Attachment B

### Title I, A School Parental Involvement Policy and Compact Requirements

Title I, A School Parental Involvement Policy Requirements – Checklist		
1	<ul style="list-style-type: none"> <li>Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved</li> </ul> <p>(Describe when and where the annual meeting will be held.)</p>	
2	<ul style="list-style-type: none"> <li>Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits as such services relate to parental involvement</li> </ul> <p>(Describe how flexibility is provided.)</p>	



3	<ul style="list-style-type: none"> <li>● Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy</li> </ul> <p>(List Actions: How are parents involved in the review of the school parental involvement policy? When and where do these meetings take place? Describe how parent feedback is solicited regarding parental involvement activities.)</p>	
4	<p>Provide parents with:</p> <ul style="list-style-type: none"> <li>● Timely information about Title I, A programs</li> <li>● A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and</li> <li>● If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible</li> </ul> <p>(List actions: How are parents provided with this information? Include school specific information regarding curriculum and forms of academic assessment.)</p>	
5	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <ul style="list-style-type: none"> <li>● Provide assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children.</li> </ul> <p>(List actions: How is this assistance provided to parents? For example, family literacy night, parent/teacher conferences, school newsletters, etc.)</p> <ul style="list-style-type: none"> <li>● Provide materials and training to help parents to work with their children, such as literacy training and using technology to foster parental involvement.</li> </ul> <p>(List actions: What specific trainings and materials does the school provide to parents?)</p> <ul style="list-style-type: none"> <li>● Coordinate and integrate parent involvement programs and activities with Head Start and other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.</li> </ul> <p>(List actions: How does the school coordinate with other programs that engage families?)</p> <ul style="list-style-type: none"> <li>● Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</li> </ul>	



	<p>(List actions: How does the school encourage and provide PD for teachers on fostering partnerships with parents?)</p> <ul style="list-style-type: none"> <li>Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.</li> </ul> <p>(List actions: Common languages, especially those that the IDOE provides, must be provided to families. To the extent practicable, the school shall provide additional languages. How does the school determine what languages materials need to be translated in, which shall include at least the second most populous language? How is the information distributed?)</p> <ul style="list-style-type: none"> <li>Other reasonable support for parental involvement activities under section 1116, as parents may request</li> </ul> <p>(List actions: Describe how parents can request additional support or resources.)</p>	
6	Includes a School-Parent Compact (See below for requirements).	
7	(SWP schools) If the schoolwide program plan under Section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.	
<b>Title I, A <u>School – Parent Compact</u> Requirements – Checklist</b>		
1	Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards.	
2	<p>Describes the ways in which each parent will be responsible for:</p> <ul style="list-style-type: none"> <li>a. Supporting their children's learning, such as monitoring attendance, homework completion, and television watching</li> <li>b. Volunteering in their child's classroom; and participating as appropriate</li> <li>c. Decisions relating to the education of their children and positive use of extracurricular time</li> </ul>	
3	<p>Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:</p> <ul style="list-style-type: none"> <li>a. Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement</li> <li>b. Frequent reports to parents on their children's progress</li> <li>c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities</li> </ul>	



## Attachment C

### Required Components of a Title I, A Schoolwide Plan

Required Title I, A Schoolwide Plan Components – Checklist		
1	A comprehensive needs assessment of the whole school.	
2	<p>Implementation of schoolwide reform strategies that:</p> <ul style="list-style-type: none"> <li>▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li>▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program</li> <li>▫ Increases the amount of learning time</li> <li>▫ Includes strategies for serving underserved populations</li> <li>▫ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> <li>▫ Address how the school will determine if those needs of the children have been met</li> <li>▫ Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul>	
3	Appropriately licensed and certificated teachers.	
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals.	
5	Strategies to attract high-quality teachers to this school.	
6	<p>Strategies to increase parental involvement, such as literacy services.</p> <p><b>6a.</b> Description how the school will provide individual academic assessment results to parents.</p> <p><b>6b.</b> Strategies to involve parents in the planning, review, and improvement of the schoolwide plan.</p>	
7	Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	
10	<p>Coordination and integration of Federal, State, and local funds; and resources, such as in-kind services and program components.</p> <p><b>10a.</b> List of programs that will be consolidated under the schoolwide plan (if applicable).</p>	



## Attachment D

### Federal Equipment and Technology Inventory

#### Title I, A; Title II, A; Title III, A; Title IV, A; RLIS; ESSER; GEER

**Directions:** In reviewing the inventory list, please ensure that each of the ten components listed below are included.

The inventory will include a list of all equipment and technology purchased with Title I, Title II, Title III, Title IV, RLIS, ESSER, and GEER funds. A comprehensive Federal inventory for all Title schools should be kept at central office. All equipment and technology must be marked or stamped or labeled with the name of the Federal program with which the items were purchased. **Note:** This is for items that are over the capitalization threshold that are considered Property.

All Property Records (inventories) must include:	Compliance:
1. A description of the property.	
2. A serial number or other identification number.	
3. The source of the property (where the property was purchased).	
4. Who holds title - (Title I, Title II, Title III, Title IV, RLIS, ESSER, GEER)?	
5. The acquisition date.	
6. The cost of the property.	
7. The percentage of Federal participation in the cost of the property.	
8. Where the property is located - (school/room number).	
9. The use and condition of the property – (new, good, fair, etc.).	
10. The ultimate disposition data including the date of disposal and sale price of the property.	